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PROBLEMS OF HIGHER EDUCATION[1]

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THE central problem of higher education is to determine whether there is substantial reality behind the phrase itself, or whether we would be more accurate and more honest to speak of advanced training. Education is a word that has reference essentially to certain powers; training, on the other hand, connotes skills.

For a generation or more many forces were powerfully at work to substitute the concept of training for that of education. Primary among them was a series of inferences, several of them false, from science. No one who has lived through the last half century can fail to realize that pure science and its children, engineering, technology, and applied science, have not only profoundly altered the substance of daily life, but equally profoundly have affected patterns of thought. Science made its impact felt in so many and so diverse spheres, its miracles were so astounding, that it was a natural, indeed, an almost inevitable, conclusion that it might even solve the riddle of life. To many it seemed to offer the real touchstone and to promise the achievement that philosophy and metaphysics had so long and so unsuccessfully attempted. Thus there developed, by extension from magnificent achievement, a false faith in yet more fundamental achievements which, it is now admitted, lie beyond the reach of science at all. But during the period of this natural hallucination, the effects upon education, as upon many other aspects of life, were far-reaching.

Science required for its experimental procedures many skills and techniques. It required much more, but those were obvious. The multiplication and refinement of such instruments tended to conceal the fact that they were means rather than ends. The theoretical foundations, which were the most brilliant intellectual achievements, were eclipsed in many minds by the tricks that appeared to produce the rabbits from empty hats. When men, for the most part not scientists, attempted to apply the inferences of science to education, it is not surprising that they were unduly impressed by those more superficial aspects of science and sought to interpret education in terms of skills and techniques. Theories built upon that interpretation resulted in the substitution of training for education.

That process was greatly stimulated by one of the newer sciences. Psychology, which had occupied the status of a dependent derivative of philosophy, switched its allegiance from the fading favorite to a new mistress, biology. Under the impulse of the mechanistic inferences from other aspects of science, it began the study of the conditioned reflex, and making important discoveries, displayed the human tendency to overcapitalize them. Thus enthusiastic prospectors in this new field had visions of the conditioned reflex as a technique, if not of universal, at least of very wide validity

[1] Address at the education section of the Eighth American Scientific Congress, Washington, D. C., May 13, 1940.

in application. The hasty inferences from other forms of science found what appeared to be direct confirmation from one of the sciences. The failure to exploit the conclusions slowly enough to allow further experimental evidence to support or disprove so radical a conclusion helped make training the center of attention.

There still remained the question whether training was a catholic term or one of limited validity, whether a person trained for one purpose could apply that same training to a different purpose, the substance of which might be similar though the appearances were different. This question led to experimental investigations of the "transfer" of training from one situation requiring the exercise of skill to another activity. These preliminary experimental procedures appeared to give a negative answer. In this instance, also, what should have been regarded as a tentative conclusion was too readily accepted as final. So authoritative was science, so overwhelmingly validated was the experimental method, that those results won widespread—and very swift—acceptance. Consequently, the "faculty" psychology, developed in the days of the connection with philosophy, was ridiculed; the notions of the discipline of the mind, even of mental growth, were discredited; and the "formal discipline" of "traditional" higher education became the whipping boy of educational discussion.

These trends were accentuated by other psychological investigations that appeared to establish intelligence as something like a fixed inheritance, which could not be expanded, but could only be rendered more effective by training in defined skills.

Meanwhile, first through individuals, then through institutional imitation, methods of scholarship were imported from Germany, which made the expansion of understanding appear to rest upon the indefinite proliferation of data by carefully defined techniques of exploration. Again, careful scientists were not deceived, else their achievements would not have been so remarkable. But many of those who sought to make a science of education did not rise above the consciousness of the importance of data. From being the pawns in the game of learning, data often became the game itself. It was assumed that "the facts will speak for themselves," that after enough was "known" about a subject, its meanings would become clear. Here, indeed, was transfer of the most startling kind—the surrender of the mind to the data which existed only in the mind. The symbols of thought were to be the substance of thought.

From this morass into which false inferences from science and faulty experimentalism drew education, scientists are now leading the way. In recent years the brilliance of experimental method has been outshone by the even more dazzling qualities of theoretical physics. The pertinent fact for our purposes is the limitation which these theoreticians themselves have laid upon the scope of the valid conclusions to be drawn from the labors of scientists. The physicists seem to take all science for their province and again justify the old name of "natural philosophy" by which physics had long been known; but they have underlined the word "natural," and surrendered to metaphysics the world of meanings and values whose outworks and redoubts had been captured in their rush forward into the unknown.

Moreover, the educational psychologists themselves, alarmed by the irrational conclusions to which they had been brought, rechecked their experiments, rediscovered the transfer of training, cast doubt upon the fixity of intelligence, realized that the conditioned reflex had only relatively narrow ranges of validity and came to see that philosophy must have its field of action as well as science.

Economic and political factors also contributed to the restoration of faith in

genuine education. Financial collapse around the world was prevented neither by a trained bureaucracy nor by business informed by mountains of statistics and technical instrumentalities. Twenty years of pursuing the ideal of training for citizenship was capped by the "discovery" that there was no correlation between acquisition of data on civic matters and the growth of civic spirit. Highly trained persons failed of employment in their specialties and showed so little adaptability that the absurd word "reeducation" began to be applied to the effort to reorient their economic energies. There arose in quarters which for years had mocked the idea of a "liberal" education a loud cry for "general" education—something of universal validity and available to all people, whatever their walk of life or vocational activity. The whole concept of training as an adequate preparation for life in a world of scientific and political flux fell into disrepute and opened the way to reform.

Finally, in this connection, attention was paid to the voices, which had never been stilled, asserting that many of the aspects of change were superficial because many human problems were so fundamental that neither science, with its revolutions in thought, nor the state, with its revolutionary transformations, affected them. Greed, pride, lust, love of power, stupidity, arrogance, want of will—all these survived the invention of electric refrigerators and totalitarian bureaucracy. Neither data nor techniques nor training had altered the basic characteristics of human behavior. Neither science, as such, nor the state had brought either freedom or happiness. The growth of character, the broadening of the mind, the sensitizing of emotional responses and the emergence of spiritual values evidently rested upon bases which were beyond the reach of mere experimentalism, or training founded upon it.

It seems fair to say, therefore, that this central issue, the validity of the idea of education itself, has been clarified, and some consensus is now possible. Training, techniques and all the skills associated with them remain; they are important, but their inadequacy as a definition or validation of the educational process is perfectly apparent. That is a great achievement in clarification, but it must be said that it offers no "solution" of the educational problem. Indeed, no human problem of these proportions is ever solved like a mathematical problem; it simply assumes new forms. There is no hope for a neat, compact formula as a substitute for thought.

Nevertheless, once the seemingly impregnable walls built by pseudo-science were breached, reform rushed in, sometimes pell-mell and with an air as unreal as that of those who attempted to supplant education by training. Schemes that were patently nostalgic were widely acclaimed; plans that sought largely to neglect the advances in scientific thinking were promoted in the name of authentic education. The substance and details of these enterprises, often fantastic, are not significant. The important fact is they symbolize a return to a view that regards philosophy as a valid intellectual discipline, that sees the possibility of unity and coherence in knowledge and thought—a return toward education rather than training as an ideal.

But this fresh opportunity to develop programs of genuine education will be impaired if we forget that the "old" education would never have succumbed so easily to the program of training if it had not lacked vitality. Therefore, though the ideal of education is restored to us, its implementation must take account of much that has transpired. Simplified and compactly organized demonstrations, now currently displayed in the educational market, tend to evade that issue rather than meet it. Nor does the adoption of a slogan, such as "general education," do anything whatever to

insure it. It may help create a public demand which will facilitate it, but the demand may go unsatisfied. Thus far, indeed, it has done so. The process of education still remains tied to mechanisms which have no essential relation to its purpose, and its outlook is still too often blocked by the vast amount of data which has been collected. Even in teaching science, data tend to take the place of discipline—but information is no substitute for reason.

The second major preoccupation of education in recent years has been with procedures. They, like the emphasis upon training, were developed in an attempt to imitate science. The highest praise which could be accorded any procedure was to call it "scientific," and in educational institutions every effort was made to ape the procedures of science. Some were borrowed directly from the laboratory, others came by way of business which, exploiting the discoveries of science, turned not only to technology but also to scientific management, so-called.

One of the characteristics of scientific management was the development of standardized, interchangeable parts. The educational administrator, forever fitting square pegs into round holes, looked longingly at this simplified procedure. One problem in particular called for some simple, uniform solution. Secondary education was local; higher education often involved leaving home; universities and colleges were put to it to discover the undiscoverable—some patent formula which would tell when a student was ready for the transition from one environment to the other. "Units" furnished the apparent answer, and characteristically they were called "Carnegie units," getting their name at second hand from a great steel manufacturer. From that beginning the idea spread until units and credits became the universal counters of higher education.

Looking back at this development across the years, it seems incredible that any one would suppose that the number of times a boy sat in a chair would be any indication of what entered his head. His capacities, tastes, industry; the quality of the books he read and their number; the knowledge, art and inspirational power of his teacher—all these were obviously more significant, but all became subsidiary to "credit hours." The adding machine became more important than judgment and skill, and its deficiencies were for a time concealed by a form of self-selection of those who were to receive higher education. Statistical procedures, having taken hold at one point, spread to others until "cuts," grades, promotions and graduation itself depended upon them. Whereas faculties used to meet and discuss whether young gentlemen were ready for their degrees, the practice arose of having the registrar sum up totals, and on the turn of a digit diplomas were granted or withheld. The effort at collective judgment was abandoned as being "subjective," therefore not scientific, whereas all the deficiencies of numbers as representatives of knowledge and power were overlooked because they were thought to be scientific.

Even teacher training, and many other kinds of training, were judged by numerical criteria, often written into the laws of the several states and expressed in hours and credits without reference to evidence, much less proofs, of individual competence.

Subject-matter ceased to have any order of value because procedure dominated substance. Each topic was "worth" in the educational market precisely what any other topic that consumed an equal length of time was worth. Poetry, philosophy, mechanics, fire-insurance salesmanship, language and science were all set at a common level, and that level was established by the number of times a class met each week! So ingrained did this system become that it was referred to as "natural" and "inevitable," despite the fact that it was recent, adventitious and irrelevant.

Intelligence itself came to be reduced to a number, so that by considering two or three digits it was thought possible to write an individual down as a moron or a genius. And all that incredible kind of thing was "validated" statistically!

In an attempt to improve the quality of higher education, voluntary "standardizing" agencies began to publish approved lists—lists of colleges, of teachers colleges, of junior colleges, of schools of medicine or law, and of departments such as engineering, chemistry and the like. The designation, "standardizing" agency, is in itself significant; it reflected the borrowing of an idea from the scientific management of industry. Even when the name was rejected, the ideal and method slipped into the statistical and quantitative methods characteristic of that type of management. Long questionnaires and schedules gathered data on the number of volumes in the library, the number of square feet in laboratories, the number of faculty members with the doctor-of-philosophy degree or its equivalent (another interchangeable unit!), and a thousand quantitative details of management, finance, housekeeping and other matters on the periphery of the educational process. The effect, even when it was not the avowed object, was to make institutions imitative, to make their procedures as nearly uniform as possible in order to make graphic representations of their relative positions. It never strengthened the strong. It is doubtful that it ever strengthened the weak. It certainly served to conceal significant differences beneath a mass of largely irrelevant data.

The passion for standardization extended to educational "measurement." Judgments about individual students by competent teachers were proved statistically to be unscientific and unreliable, and—a terrible indictment in educational circles—subjective. In contrast it was held desirable to use standard tests which preferably should be scored by machinery, in order to withdraw all human contact, and express the result in some pseudoscientific form. Personality "inventories" were made, and all sorts of terms and procedures reminiscent of business were held to be applicable.

The magic of numbers was so pervasive that education was divided into periods of years which were discussed with as much solemnity as unreality. Arguments about the validity of the idea of junior colleges, their programs, their relationship to secondary education and to university instruction were often tainted by irrelevant data of a statistical nature which, but for the prevailing fashion, would never have received a moment's consideration.

Looking back over the period, it is obvious that procedure was often elevated to a position of importance above that of substance and that the lure of regression equations and coefficients of correlation led to their application in wholly inappropriate places.

It is equally obvious that the vogue for magic numbers is passing. The intelligence quotient is being reexamined; its stability and reliability are questioned, and it is commonly admitted that to express anything so complicated as human intelligence in so simple a numerical formula is, to say the least, inadequate. Quantitative judgments upon institutions have been shown to have little or no relationship to the quality of the work of any specific individual student. Many other illustrations of the challenge to numbers could be cited.

But mass production methods with students, administrative convenience, ingrained habits and legislative enactments have so thoroughly enmeshed higher education in this mad numbers game that the way out is difficult indeed. Yet it must be faced. However many the students may be, however carefully they are selected, measured, tested, classified, no two have ever been alike in tastes, interests, aptitudes and capacities. Whatever validities statistics

may have for groups, there is none which explains a single individual. Whatever measures may be devised for the acquisition of data, none can measure individual standards of value, powers of reason, sensitiveness of appreciation or spiritual insights. Yet those are the substance of higher education, and it is folly to neglect them, because they can not be measured, in favor of less important matters which may be more readily detected and numerically assessed.

That some disciplines have at once charmed the mind and enlarged the outlook of man can not be questioned. Other subjects of study are, by comparison, trivial. The leveling process which relates all to the incidence of the body to a seat and reduces everything to an artificial and unreal "credit" can not survive. The humanities, so long scorned, must again come into their own. The basic ideas of science must come forth from beneath the masses of data in which they now often lie concealed; work in the laboratory can not be measured by clock hours or routine "experiments," but must be judged by power in using scientific method.

Teaching must stand again as a great art —an art to be learned and loved. The pseudoscientific training which has been the vogue will have salvaged from it what is valid and useful, but methods and techniques must become secondary to richness of personality, love of youth and of truth. Those qualities have been present in many teachers all the time; but they have sold at a disastrous discount in a market raucous with the hawking of degrees based upon training and credits.

Escape from the maze of figures is difficult. We have no thread showing the way back. It may be necessary to cut a new path in order to find our way out, but find it we must. It is the second major problem of higher education.

The third problem is simple to state; as reality leaves, symbols tend to take its place. The long history of religion furnishes manifold illustrations. It is not to be wondered at, therefore, that as the substance of education shrank through the application of false methods and measures, its symbols became even more precious. Degrees multiplied in number and variety as never before in history. They were sought with an avidity and upon a scale equally remarkable. All the efforts at "standardization," all the techniques and procedures, being fundamentally irrelevant, failed to produce the substance for which the degree was the symbol. The same degree is given by institutions of all grades to students of every level of intelligence, industry and achievement. The process has reached a point of such palpable absurdity that many proposals have been made to abolish the baccalaureate degree, or give it after two years of college; to abandon the master's degree, or make it a new collegiate degree; to give up the doctor-of-philosophy degree, or develop a new one for teachers.

Obviously neither the surrender of the degree nor the alteration of its formal requirements touches the heart of the problem. Degrees, as such, are only tinsel, but men will fight in war for a bit of ribbon, and prize through a long life a medal for the act of a moment. If degrees are abandoned as a symbol of learning, some substitute will have to be found, for where there is substance a symbol will be found. The intelligent solution of this phase of the problem of higher education is to restore the substance for which the symbol stands. Then there will be no need to tinker with the symbol.

The last twenty-five years have been dominated by the false "science" of education, while the philosophy of education was permitted to atrophy. But science is now known to have limitations; it does not deal with values and appreciations and insights and powers. We now see that the pioneering experimentalists were wrong in

saying that, if they could not find something, it probably was not there. The rhythm of science is such that scientists posit many things which their experimental procedures are still incapable of discovering. And the rhythm of life is such that we know through the experience of the race that there are many of the most precious qualities which no experimentalism can ever reveal. Higher education must take up afresh the philosophic task of finding a coherent pattern, of assessing the several disciplines and giving those which have provided man his greatest enrichment a preferred position. It must restore the individual to the center of its attention. The effort at mass education built upon the analogy of mass production has failed. However many students enroll, the education must be for individuals; mass education is a contradiction in terms. In dealing with the individual it must be recognized that he is different from any other individual—that he is a moral and intellectual integer and not merely the sum of his several parts.

The problem of coherence must be faced in the light not only of the great tradition in education and learning, but in the light of the real achievement of science and transmutations in the forms of political and economic action. If in the last twenty-five years the world has been too much with us, we must not by way of reaction flee the modern world or insist that its achievements are insignificant. Subsidiary to this central task is the task of reform of procedures in order to escape the tyranny of statistics, the madness of numbers, the unreality of measurements and all the pseudoscientific gimcracks which have been foisted upon the educative process. These things achieved, the symbols of their result in education may be left to find their own level. Some will be crude and tawdry and not all the pressures from outside will lead to their improvement. Others will be true and just and able to survive public confusion with those less worthy because they represent intrinsic value.

These past years have brought us the richest harvest of students in the history of the world. They have furnished institutions with buildings and books and equipment beyond the dreams of our predecessors. It remains now to turn those instruments to their proper uses, to relegate training to its proper subordinate sphere and restore education to the center of our purpose.

EVENTS

A COMMITTEE OF THE AYC RECOMMENDS HIGH-SCHOOL CURRICULUM CHANGES

NON-EXISTENT white-collar jobs are the goals for which secondary schools prepare their pupils, asserted a report made to the American Youth Commission by a special committee. The object of the study was to determine "what the high schools ought to teach."

It is estimated that 4,000,000 young people between the ages of 15 and 24 are unemployed "through no fault of their own." The schools, however, have not altered their practices to meet the needs of the 6,500,000 boys and girls now attending American high schools.

A number of changes in the curriculum were recommended by the committee. Among these are the following: actual work experience should be part of the curriculum; high schools should give instruction in improved methods of reading to supplement such instruction in elementary schools; courses in social studies should be expanded; instruction concerning personal problems should be given to youth, and school authorities should return to "the realistic educational views of early Colonial settlers," who were enjoined by law to train their children in reading and in some productive labor.

The committee, in commenting on the teach-

ing of algebra, geometry, English composition and foreign languages, stated that these courses "are now, in many cases, conducted in a form which can not be defended in the light of modern conditions." Radical reform of the ninth grade was further urged. An "uninviting and discouraging" program is blamed for the large number of young people who drop out of school in that year.

Members of the committee making the report were: Ben G. Graham, superintendent of schools, Pittsburgh, *chairman;* Thomas H. Briggs, professor of education, Teachers College, Columbia University; Will French, professor of education, Teachers College, Columbia University; Oscar Granger, principal, Haverford Township High School (Upper Darby, Pa.); Charles A. Prosser, director, William Hood Dunwoody Institute (Minneapolis, Minn.); Francis T. Spaulding, dean, Graduate School of Education, Harvard University; Alexander J. Stoddard, superintendent of schools, Philadelphia; George D. Strayer, professor of education, Teachers College, Columbia University; Willis A. Sutton, superintendent of schools, Atlanta (Ga.), and Ralph W. Tyler, chairman, department of education, the University of Chicago.

COLLEGE STUDENTS ADVISED TO REMAIN IN SCHOOL

IN a letter written by President Roosevelt to Paul V. McNutt, Federal Security Administrator, college students were advised to continue their education this fall. The President deems it the patriotic duty of students to return to their studies rather than to seek employment in some form of defense activity or to enlist in the Army or Navy. "We must have well educated and intelligent citizens who have sound judgment in dealing with the difficult problems of to-day," President Roosevelt declared.

Mr. McNutt had informed the chief executive officer that colleges and universities were expecting a curtailed enrolment this fall. Columbia University and the University of Minnesota, for example, have indicated that they expect serious problems to arise as a result of this decrease.

As a reaction to the depressing international situation, some of the institutions of higher education have organized courses in citizenship and in defense work. At Butler University (Indianapolis), sophomores will be required to take a year's course in American government and citizenship. The emphases of this course will be on the development and character of political institutions as well as on the rights, duties and privileges of citizens.

The School of Geography at Clark University (Worcester, Mass.) is evolving a course for undergraduate students who may wish to qualify as officers in the Army or Navy or to go into a public service associated with defense. Although the exact content of the curriculum has not been determined, the material covered will probably include training in map making and map reading, a study of the strategic mineral resources, of the supply of raw materials and food available in the western hemisphere and of their appropriate distribution and a special study of weather and weather changes. Certain aspects of political geography may also be introduced.

Although many war production contracts still await signatures as business continues its deliberations on prices, excess profits taxation and plant amortization, vocational training for civilians in public schools continues at a rapid pace. Four cities in North Carolina (Durham, Wilmington, Raleigh and Charlotte) have begun extensive programs of training for industrial work. Pre-employment courses and supplementary courses for employed workers are given every afternoon and evening. Students between the ages of 18 and 26 are selected from the employment-office registers.

Five schools in Boston have begun to train naval apprentices and recruits from the WPA and state employment lists. After ten weeks of instruction these men, it is expected, will have gained enough skill as mechanics to work in industry.

ADMINISTRATIVE WOMEN HONOR DOROTHY CANFIELD FISHER

AFTER a thorough tallying of its members, the National Council of Administrative Women in Education selected Dorothy Canfield Fisher, distinguished novelist and student of education, as the recipient of the Ella Flagg Young Medal for 1940. The medal was presented to Mrs.

Fisher *in absentia* on July 3 at the meeting of the council in Milwaukee.

A committee under the chairmanship of Caroline S. Woodruff, principal, State Normal School (Castleton, Vt.), decided to poll the membership rather than choose the recipient itself. The members proclaimed Mrs. Fisher as the outstanding woman of the United States. Following is the citation given by the president of the council, Inez Johnson Lewis, Colorado State Commissioner of Education:

Dorothy Canfield Fisher—of the splendid mind and great heart! Hers is a personality which includes a rare combination of intellect, will power, drive and quality of soul which makes for success in her undertakings.

The children of war-torn countries in Europe caught the sympathy of Mrs. Fisher. Determined to ease their suffering, she helped to develop a movement called the Children's Crusade. Words were Mrs. Fisher's weapons—she traveled, she spoke and she used her powerful pen. As a result of her activity, the children of our nation contributed $127,000 in pennies to assist the children of Europe.

But this sum of money was not the real objective. With true insight, Mrs. Fisher saw that if our democracy is to succeed, our children must learn to accept responsibility for the welfare of their fellows. They must learn to be sympathetic to the needs and sufferings of people in their own country and in the world. They must be quick to initiate activity which alleviates this suffering. Consequently, the Children's Crusade provided a training ground for democratic citizenship.

Therefore, in the name of this Council, I award the Ella Flagg Young Medal to Dorothy Canfield Fisher, *in absentia*, for her contributions to the children of this nation and the suffering children of Europe.

Other members of the Ella Flagg Young Committee are: Bess Goodykoontz, Assistant U. S. Commissioner of Education (Washington, D. C.); Sue Powers, superintendent of schools (Shelby County, Tenn.); Anna Laura Force, principal, Lake Junior High School (Denver), and Irene T. Heineman, Assistant State Commissioner of Education, California.

THE CHILDREN'S BUREAU REPORTS ON CRIPPLED CHILDREN

INDIRECTLY, teachers and administrators in the field of special education for physically handicapped children are heavily indebted to the Children's Bureau, U. S. Department of Labor, which, since 1936, has been gathering data on crippled children.

Little information was available as to the number of crippled children in this country prior to the organization of the nation-wide program of medical care for crippled children, begun under the Social Security Act. To-day state registries, established by the agencies administering this aid, supply the Children's Bureau with such facts.

There are 248,627 crippled children on the state registers. This number does not give a fully accurate picture of the problem, however. Illinois, for example, has the highest rate, 9.7 per 1,000 persons. This high rate for Illinois can be attributed, in part, to the fact that a concentrated survey has been conducted during the past two years. In contrast, Louisiana, which has the most recently organized state services and register, has established a rate of only 1.1 per 1,000.

That the lists on the registers will continue to grow for some time is indicated by the increase in the incidence of crippled children from 3.5 for every 1,000 population in 1938, to 5 for every 1,000 in 1939. In 1936, the first year that statistics were compiled, only 85,000 names were on the list. The names on the list do not remain static. In 1939, one hundred thousand names were added to the list but at the same time 23,000 were removed.

A classification of the lists of 19 states showed a concentration of crippled children in the older age groups of the registers. In this group, infantile paralysis was the most frequent single cause of crippling. Clubfoot was the most prevalent affliction among the children under five years of age, with harelip next. The highest proportions of cases of cerebral palsy or other birth paralyses are in the age group, 10 to 14 years.

The state registers not only furnish data indicating the size of the problem, but serve as clearing houses for information.

CURRENT EXPANSION OF EDUCATION BY RADIO

RADIO has taken to its heart the Pan-American program of the federal government. Many educational broadcasts are based on the theme

of generating "good-will" between the Latin-American countries and the United States.

Last February CBS announced the inauguration of an international radio project, "The School of the Air of the Americas." Since that time the invitation to participate in, and to submit material for, the programs has been accepted by the Philippines, Hawaii, Alaska, Puerto Rico, Argentina, Brazil, Canada, Colombia, Chile, the Dominican Republic, Honduras, Mexico, Panama, El Salvador and Cuba. Each country will broadcast the programs over its own network. The translated scripts will be supplied by CBS.

The Monday series of the School of the Air, "Frontiers of Democracy," has been replaced by a series entitled, "Americans at Work." The production of vital commodities of the Americas and the lives of the workers and the processes will be dramatized in this group. "Wellsprings of Music" takes the place of last season's "Folk Music of America," the Tuesday program. Some programs will include performances of French-Canadian and Latin-American music. The Aztec, Incan and Mayan civilizations and the explorations of the Spanish, Portuguese and English will be dramatized on the Wednesday geography, history and science series, "The Waters of Life." Latin-America will figure importantly in the remaining series, "Tales from Far and Near" and "This Living World."

Junior Programs, Inc., has made an arrangement with CBS whereby the plays presented in schools throughout the country will be broadcast in condensed versions. Through drama and opera, Junior Programs will depict the people of the South-American countries.

Texas is more concerned with the development of radio at home. In a study made a year ago by Thomas H. Shelby, dean of extension, University of Texas, it was found that Texas and the Southwest in general ranked lowest among the country's sections in quality and utilization of radio programs for educational purposes. To raise the standards of radio education, further studies are being made of the habits of radio listeners to determine likes and dislikes in production methods, the hours of the day most adaptable to educational broadcasting, reactions to certain educational programs and other factors affecting the use of radio.

STUDIES OF THE EFFECTS OF EVACUATION ON CHILDREN IN ENGLAND

The British Journal of Educational Psychology for June reports two studies of the effects of evacuation on children. One by Aymerie Straker and Robert H. Thouless is concerned with a sampling of 304 out of 3,000 children assigned to homes in Cambridge. Answers to questions were secured through "official visits of inquiry to the child's foster-home," from a questionnaire filled out by the child's teachers and from information received by two teachers who had personal knowledge of most of the children. Two essays written by each child on what they liked and disliked in Cambridge were also used. The authors of the study summarize their findings as follows:

(1) On information obtained from inquiry cards and other sources, the satisfactoriness of the relationship of each child to his foster-parent was assessed on a five-point scale. This relationship was found to be, on the whole, satisfactory, but less so for the older children.

(2) The age of the foster-mother did not seem to affect the satisfactoriness of this adjustment.

(3) It seemed not to be adversely affected by frequent visits from the real parent.

(4) The presence of the child's own brothers and sisters in the billet was found to be very favorable to a satisfactory adjustment.

(5) The presence of other children (Cambridge children or evacuees) was found to be relatively unimportant to the boys, but more favorable to a good adjustment for the girls, than was complete isolation from other children.

(6) Aggressiveness and delinquency appeared to be the types of behavior trouble most disturbing to this adjustment.

(7) Difference of IQ appeared to be of no importance in determining the satisfactoriness of adjustment to the conditions of billeting.

The second report, by Magdalen D. Vernon, is "A Study of Some Effects of Evacuation on Adolescent Girls." One hundred eighty-six girls in four secondary schools of varying types were questioned individually "according to a general scheme of questions previously prepared." The more important results of the study may be briefly stated:

It was . . . in respect of social relationships that the unsettling and disruptive effect of evacuation was most strongly felt. Cases of homesickness oc-

curred in all the schools, but most frequently and most markedly in School D. At this school also the pressure exerted by the parents upon the girls to return home seemed the strongest. . . . This attitude on the part of the parents had a more unsettling and distressing effect upon the girls than had anything else in the evacuation situation. Furthermore, it enhanced the tendency to avoid any kind of further training or occupation which would necessitate going away from home, and it encouraged many girls to leave the evacuated school altogether, as soon as they were fourteen years old, and to enter the first type of occupation that presented itself, rather than to stay on longer at school and obtain a better training and qualifications. . . .

A strong pull was also exerted by home friends and social groups. This again strengthened the desire to leave school and go out to work, as many of their friends had done. It was to some extent counteracted by: (*a*) the formation of new friendships; . . . (*b*) the increased friendliness and solidarity with the other girls and loyalty to the school itself. . . . In particular, the kindness and sympathy of the teachers helped to reconcile some of the children to their separation from their parents.

There were, however, always exceptions among particular individuals. There were those who thought that evacuation had made them more independent and ready to stand on their own feet and manage their own affairs . . . There were a number of girls at all the schools . . . who were determined to "make the most of their education," even when school conditions were unsatisfactory and when they missed their parents and friends. . . .

NOTES AND NEWS

Appointments, Elections, Resignations, Retirements

J. WALLACE PAGE, professor of chemistry and science education, Syracuse (N. Y.) University, has been appointed director of the Maryland Academy of Sciences, Baltimore.

ROBERT P. LUDLUM, assistant professor of history at the Agricultural and Mechanical College of Texas (College Station), has received a similar appointment at Hofstra College, Hempstead, N. Y.

JACOB REDDIX has been appointed president of the recently reorganized Negro teacher-training institution, Jackson College, Mississippi.

W. R. WHITE, pastor of the First Baptist Church in Oklahoma City, has accepted the presidency of Hardin-Simmons University, Abilene, Tex. He had declined an earlier invitation. Dr. White succeeds the late Jefferson Davis Sandefer.

JOHN J. VAN NOPPEN, III, is the new academic dean of Penn Hall Junior College and Preparatory School, Chambersburg, Pa. He succeeds Frank C. Baldwin, whose appointment as head master of Harrisburg (Pa.) Academy was noted in SCHOOL AND SOCIETY, May 18.

THE REVEREND THEODORE HALBERT WILSON has been appointed to the presidency of the University of Baltimore. The post has been vacant for five years, following the retirement of Wilbur F. Smith, whose death was reported in this journal, August 17. Dr. Wilson has been educational adviser to the university for the past three years. He has also served as president of Chevy Chase (Md.) College.

M. G. MATTINGLY, superintendent of schools, Ottoville (Ohio), has been appointed head of the department of Latin and Greek, College of Mount St. Joseph, St. Joseph, Ohio. Harry Von Kaenel has assumed the superintendency.

ALAN K. LAING, professor of architectural history, the University of Cincinnati, has received an appointment in the College of Fine and Applied Arts, University of Illinois.

PRESIDENTS of three Catholic universities were named recently. The Reverend J. Hugh O'Donnell, C.S.C., acting president, University of Notre Dame (Ind.), was confirmed as president. The Reverend Charles C. Miltner, C.S.C., dean, College of Arts and Sciences, University of Notre Dame, has been appointed president of the University of Portland, Oregon. The Reverend Stanislaus F. Lisewski, C.S.C., was named president of St. Edward's University, Austin, Tex.

BROTHER WILLIAM B. CORNELIA has been appointed president of the new Iona College for Boys, New Rochelle, N. Y.

DOROTHY M. BELL, instructor in classics, Oberlin (Ohio) College, has been selected as

president of Bradford (Mass.) Junior College. She succeeds Dale Mitchell, who has been acting president since the resignation of Katherine M. Denworth in 1939.

JOHN OLIVER NELSON, pastor of the Brentwood Presbyterian Church, Pittsburgh, has been appointed director of student relations, Department of Missionary Education, the Presbyterian Board of Christian Education.

G. P. YOUNG, superintendent of schools, Alamosa, is the new *president* of the Colorado Education Association. He was elected vice-president for 1940. The vice-president of the association automatically becomes the president the following year. Due to the resignation of President Virgil M. Rogers, Dr. Young assumed his new duties on July 20. Mr. Rogers, formerly superintendent of schools, Boulder, accepted the superintendency at River Forest, Ill. Dr. Young, therefore, will be the president of the association for the remainder of 1940 as well as during the term for which he was elected.

WILLARD L. VALENTINE, formerly associate professor of psychology, Ohio State University (Columbus), has been appointed chairman, department of psychology, Northwestern University.

SEVERAL appointments in the field of history are recorded in *The American Historical Review* for July. W. K. Jordan, formerly of Scripps and Claremont (Calif.) Colleges, has received an appointment as associate professor and general editor, the University of Chicago Press; W. M. Gewehr, of the American University (Los Angeles), as head of the department of history, the University of Maryland, and John L. LaMonte, of the University of Cincinnati, as Henry C. Lea associate professor, the University of Pennsylvania.

F. A. FREDENBURGH has accepted the newly created position of director of guidance for the public-school system of Hudson, N. Y.

R. H. PRIDE, superintendent of schools, South Norfolk (Va.), has been appointed to the superintendency of the Pittsylvania County (Va.) schools. His former position has been filled by T. C. Anderson.

LEONARD A. STEGER, superintendent of schools, Sac City (Ia.), has succeeded Jordan L. Larson as superintendent of schools, Ames, Ia.

JOHN B. DOUGALL, for sixteen years superintendent of schools, Summit (N. J.), has been named director, Bureau of Certification, New Jersey State Department of Public Instruction. Mr. Dougall will be in charge of the state's Americanization program, involving more than 250,000 unnaturalized residents.

J. ERNEST WAGNER, principal of the Johnstown (Pa.) High School, has been appointed to the post of superintendent. He succeeds Dale McMaster, recently named president of the State Teachers College, Slippery Rock, Pa.

EMERY KRETZINGER has been elected to succeed George L. Rader as superintendent of schools, Oakwood, Ohio.

CHARLES F. ADAMSON, assistant superintendent of schools, Crawford County (Pa.), has been named superintendent. His predecessor, P. D. Blair, who served in this position for twenty-nine years, resigned recently.

B. B. SANDERS succeeds S. F. Maughon as superintendent of schools, Commerce, Ga.

SIDNEY OSBORNE, principal, Huntington (Mass.) High School, has been appointed superintendent of the Richmond (R. I.) consolidated schools. He succeeds the late O. R. McCoy.

HENRY M. GOETTSCH, professor of inorganic chemistry, University of Cincinnati, has retired after thirty-one years of service. He celebrated his seventieth birthday in July.

E. O. TRESCOTT has resigned as superintendent of schools, Girard (Ohio).

Recent Deaths

MARY SCHENCK WOOLMAN, pioneer in home economics education, died in Newton Highlands (Mass.) on August 1 at the age of eighty years. Mrs. Woolman joined the staff of Teachers College, now part of Columbia University, in 1893, after several years of study in Europe. Four years later she became professor of domestic art. During her years at Teachers College, she organized and directed the Manhattan Trade School for Girls, which later became part of the

public-school system of New York City. In 1912, she left Teachers College to become head of the household economics department of Simmons College (Boston), where she remained for two years. Mrs. Woolman was the author of several books on clothing and consumer problems, including "Textiles," written jointly with Ellen B. McGowan, and "Textile Problems of the Consumer," written with Dr. McGowan and Thomas Nixon Carver, now professor emeritus of political economy, Harvard University.

FRANK MICHAEL DEBATIN, dean, University College, Washington University (St. Louis), was killed in an automobile accident on August 3 while on a trip through California. Dr. Debatin went to Washington University in 1923 as assistant director of the extension division. He was appointed assistant dean of University College in 1930 and dean in 1932. In 1926 he was named professor of Latin. Dr. Debatin was forty-seven years old at the time of his death.

W. H. BALLARD, assistant school superintendent, Huron County (Ohio) died in Norwalk (Ohio) on August 8 of injuries suffered in an automobile accident. Mr. Ballard was in his fifty-second year.

J. B. OLIPHINT, superintendent of schools, Harris County (Tex.), succumbed to a heart attack on August 12 in his fifty-sixth year.

MILICENT WASHBURN SHINN, a pioneer student of child psychology, died on August 14 in Niles (Calif.) at the age of eighty-two years. In her early life, Dr. Shinn taught school and later attended the University of California. In her senior year, she became editor of *The San Francisco Commercial Herald.* In 1882 she served as editor of *The Californian,* and from 1883 to 1894 she edited *The Overland Monthly.* She became interested in child psychology, and in 1898 was awarded her Ph.D. degree by the University of California, the first woman to receive the doctorate from this university. One of her books, "The Biography of a Baby," was widely used as a text.

CLARENCE JOHNSON CARVER, professor of education and secretary of the faculty, Dickinson College (Carlisle, Pa.), died in Baltimore on August 17 in his fifty-seventh year. After serving as vocational guidance director, International Y. M. C. A. (New York City), Dr. Carver in 1920 was appointed assistant professor of education at Dickinson College. He was advanced to a professorship in 1924.

PHILIP KRIEGER, assistant professor of geology, Columbia University, died on August 18 as a result of an automobile accident near Edwards, N. Y. Dr. Krieger had been teaching at Columbia University since 1928. He had also done research work in Mexico and had served as a consultant to mining companies. He was thirty-nine years old at the time of his death.

LEONARD J. SIMPSON, since 1934 Minister of Education for the province of Ontario, died in Picton (Ont.) on August 18 at the age of fifty-eight years.

THE REVEREND MICHAEL J. SHEA, formerly professor of junior philosophy and dogmatic theology, St. Joseph's Seminary (Yonkers, N. Y.), died in Ossining, N. Y., on August 19 at the age of fifty-five years. Since 1938 Father Shea had been pastor of St. Augustine's Roman Catholic Church in Ossining.

Inaugurations

HOWARD LANDIS BEVIS will be formally inaugurated as president of Ohio State University (Columbus) on October 5. Five educational conferences will be held on the preceding day as part of the inaugural ceremonies. The subjects of these conferences will be: "The University and Agriculture"; "The University and Industry"; "The University and Professions"; "The University and Social Service," and "The University and Humane Living." In addition to President Bevis, the speakers at the inauguration will be James B. Conant, president, Harvard University, and Clarence A. Dykstra, president, the University of Wisconsin.

GEORGE N. SHUSTER, acting president, will be inaugurated as president of Hunter College (New York City) on October 10. The new sixteen-story building of Hunter College will be dedicated on October 8, although it will be opened on September 16 for the fall semester. The students will present various programs during the dedication and inaugural week. There will be exhibits of the work of the col-

lege and demonstrations by a number of the departments.

Federal Agencies and Education

A LIBERALIZATION in the terms of the appropriation bill applying to the NYA may make it possible to reach youth in marginal income groups. If the bill becomes a law, the young people will be selected for the NYA projects on the basis of their need for employment and their suitability for the type of work provided by the project. Heretofore, nearly all out-of-school NYA youth came from relief families.

A FURTHER modification of the requirements of the CCC will allow young college men whose families are in the moderate-income group to enter its camps. In a letter appearing in *The New York Times*, August 5, Paul V. McNutt, Federal Security Administrator, explained this modification to James M. Landis, dean, Harvard Law School. The first young men taken by the camps must come from families on the public-relief rolls. The next group must come from families eligible for relief. Finally, those whose family incomes are below the accepted level for the community will be admitted. Should the state quota not be exhausted, the fourth group, mentioned above, will qualify for entrance.

ON July 25, Leopold Stokowski conducted the American Youth Orchestra in a concert at the Lewisohn Stadium in New York City. Critics praised the performance of these more than 100 young people, who only two weeks before had begun rehearsals in Philadelphia. The musicians were selected at country-wide auditions conducted by the NYA. Several thousand boys and girls, none more than twenty-five years old, were heard. Mr. Stokowski and his young colleagues sailed the next day for South America to begin a tour which opened in Rio de Janeiro on August 7.

THE $26,240,281 apportioned to the NYA for student aid during the academic year, 1940–41, has been so allocated that secondary schools will receive $12,509,161 and colleges will receive $13,731,130. Students in these schools must show need for such aid and must be between the ages of 16 and 24. The District of Columbia, Alaska, Hawaii and Puerto Rico are included in the above grants. In addition, a special fund of $100,000 has been set aside to help Negro college and graduate students whose home states afford no opportunity for graduate study. They will be given NYA jobs enabling them to attend institutions in other states.

Other Items of Interest

CHILDREN listen to the radio on an average of 2.1 hours every day. This was discovered in a survey of sixteen counties in Indiana made by the University Radio Workshop, Indiana University, in cooperation with the U. S. Office of Education and the WPA of the state. Only one teacher in five exerted any influence on the listening habits of children. Radios were found in 94.1 per cent. of the homes visited. Other interesting facts gathered in the survey were that one half of the listeners regularly purchased the products advertised on the radio; news programs are the most popular, and popular music ranks second. There are significant differences in the popularity of a program in a metropolitan county and in a rural county.

SHORTER PAPERS AND DISCUSSION

TOO TRUSTFUL TRUSTEES

TRUSTEES are more to be pitied than censured. They are busy men and women concerned with their own pressing problems while at the same time they are often perplexed by the troubles of academicians about which they frequently know very little and are unable without considerable effort to learn more.

The ideal trustee might well be a retired business or professional man or woman, with leisure, ample wealth or social security, a vigorous interest in contemporary life, an eager desire to "do something" for education and an appreciation of modern educational problems based upon first-hand experience or upon a wide reading and understanding of educational theories, practices and policies. Trustees should be free to devote as much time as is necessary to matters educational and to spend long hours studying reports and statistics or discussing in committees

or elsewhere problems of educational procedure. Preferably these individuals should have college degrees as well as hard practical post-college experience in the business and professional world.

But in reality what are trustees really like and how are they chosen? Too often trustees are "window dressing," selected for their names or for their wealth or because their particular business or profession is of importance to the school concerned. But this very fact requires that they pay close attention to their own affairs first of all and to school affairs later. Thus they have little leisure for thought and action on educational problems. They are consequently unfamiliar with educational thought and practice, and they are therefore inclined to leave such matters in the hands of university authorities. They are, despite their frequent determination to play a more active part in educational matters, too often content to remain a university "front" and to bask in the self-satisfying light of community prestige that their position affords them. But all this is not the fault of the trustees—it is the fault of the system that makes such conditions possible.

And herein lies one of the great weaknesses in our system of higher education to-day. For until a greater emphasis shall be placed upon the part trustees are to play in college and university affairs, little advancement can be made by an institution in its attempt to get into tune with the times. Interest in the educational practices of a school is not enough for the trustees—they must be participants in the educational life of their institution. They must bring to bear their varied skills and knowledge upon the problems of the university. They must advertise the school in their own as well as other communities through the channels of their own individual professions. They must give indispensable advice from their vast store of worldly experience. They must endeavor to meet the faculty socially and professionally as equals. They must act as an intelligent brake upon executive dictatorship on the campus. They must be fearless to intervene in academic affairs when their advice is urgently needed, whether asked to or not. And, of course, they must give assistance in the raising of money for their school—which usually can not await their death to receive financial bequests or marble monuments perpetuating their memory. Too often it is forgotten that a living trustee is better than a dead one!

Too much has been written about the place of trustees in the educational system of this country and not enough has been said about their participation in that system. At the annual meeting of the American Association of University Professors in December, 1938, the "problem" of trustees was discussed at length in prepared papers and in extemporaneous talks. Most participants agreed that trustees and faculty are poles apart in the average institution of higher learning in this country, and all agreed that such a situation was highly undesirable. Moreover, remedies were suggested, one of which may be mentioned here.

Because of divergent interests within groups of trustees, they can individually and collectively contribute abundantly to their institution through closer intimate contact with the faculty. And the faculty members collectively and individually can consequently profit by this relationship with the trustees. Picture a faculty meeting addressed by a trustee, who is a local banker, on the subject of some contemporary economic problem, with a general discussion led by members of the economics department. A woman member of the board engaged in local or national social activities can add practical ideas to the minds outside as well as within the department of sociology and perhaps may help in the solving of some important community problem. Each trustee member as well as each faculty member is a specialist in some field of thought and practice, and the interchange of ideas by professional men and experts is always stimulating. Moreover, and what is more important in this case, this leads to friendly understandings between faculty and trustees. Besides, this association makes impossible all attempts on the part of jealous administrative officials of the university to keep the two groups separated—which to-day appears a common aim of certain university presidents. No one can deny that the mutual intellectual cooperation between faculty and trustees can be made extremely stimulating and beneficial to all concerned.

Another and often solely remembered function of trustees is to select a new president when a

vacancy occurs. And it is here that pity rather than censure for the trustees should be expressed by the public. Knowing little about educational affairs, and especially about educational leaders, most trustees when faced with this crisis are in a grievous quandary. Pressure is brought to bear upon them from all sides: faculty, alumni, townspeople and too often local and even national political authorities. Often dozens of names of candidates must be considered, and much time must be spent in sifting applicants. The process is a slow one, and mistakes which are made at such times are serious and often impossible to rectify once a candidate has been finally appointed. In this hour of trial, the faculty can and should be of great assistance to the trustees, provided, of course, that the trustees know and trust the faculty. Members of the faculty are in close touch with educational leaders in their own fields, while members of the educational department are usually cognizant of leading candidates for administrative positions throughout the country. Faculty advice should be eagerly sought by the trustees, for it is the faculty that must work with the university president, and they are the ones who will lose or gain most by the selection of a university adminstrator.

Another aspect of the "trustee problem" concerns the selection of members of the board. In some institutions the alumni have a strong voice, while in other schools the "honor" of such selection is in the hands of political officials. In many instances the president of the university can veto the nomination of trustees and can himself make selections. In such instances, which are all too numerous, a closed educational corporation exists which in private institutions may lead to vicious educational results and pernicious administrative dictatorships. Certainly the faculty of every institution should have a voice in the choice of some if not all of the trustees. In this way their expert knowledge can supplement that of the alumni, politicians and the university administration. Such a practice makes for democracy on the campus and for greater efficiency in the administration of the institution. Associated with the faculty might be a representative group of local citizens whose collective voice ought to be heeded in making selections of trustees. Especially should this custom be adopted in the case of municipal and certain private institutions.

But no matter how trustees are selected, they can never become fully effective in their various capacities as factors in our educational system unless they are aided materially by faculty cooperation. They must be trusted rather than trusting.

A. CURTIS WILGUS
THE GEORGE WASHINGTON UNIVERSITY

PUBLICATIONS RECEIVED

Carnegie Endowment for International Peace *1940 Year Book*. Pp. xii + 211. Illustrated. Published by the Endowment. 1940.

CHEYNEY, EDWARD POTTS. *History of the University of Pennsylvania*, 1740–1940. Pp. x + 461. University of Pennsylvania Press. 1940. $4.00.
One of the most significant of the bicentennial publications of the University of Pennsylvania, this volume by one of the university's most distinguished historical scholars chronicles the development over two centuries of the first American college "to start free of religious bias," "to break away from the mediaeval pattern of the arrangement of courses," and "to call itself a university." A contribution of outstanding merit.

DOWLIN, CORNELL M. *The University of Pennsylvania Today*. Pp. x + 209. Illustrated. University of Pennsylvania Press. 1940. $1.50.
This guide to the University of Pennsylvania is designed to give a brief outline of its organization, activities, physical equipment and something of the origin of its many divisions.

KASTLER, NORMAN M. *Modern Human Relations*. Pp. xvi + 462. Illustrated. Little, Brown. 1940. $1.72.
This volume, addressed to the youth of a troubled era, is presented "in the belief that it is high time for us to quit dodging [realities]; and that the young know and are thinking far more than we, their elders, realize."

NICOL, JOHN. *The Technical Schools of New Zealand: An Historical Survey* (Series No. 12 of the New Zealand Council for Educational Research). Pp. xii + 250. Whitcombe and Tombs, Ltd. 1940. 9/–.

Notes on Denmark, Before and After the German Invasion. Pp. 67. Published by American Friends of Danish Freedom and Democracy, 420 Lexington Avenue, New York City. 1940.

POWERS, SAMUEL RALPH, ELSIE FLINT NEUNER, HERBERT BASCOM BRUNER and JOHN HODGDON BRADLEY. *Our World Changes* (Adventuring in Science). Pp. vi + 565. Illustrated. Ginn. 1940. $1.52.
The final unit of this reader for young people shows how man can use and yet not abuse the natural wealth of the earth.

THOMSON, GODFREY H. *An Analysis of Performance Test Scores of a Representative Group of Scottish Children* (Publication of the Scottish Council for Research in Education, XVI.). Pp. vii + 58. University of London Press. 1940. 5/–.
The primary purpose of this work was to submit to analysis the data collected for the Scottish Council for Research in Education by Miss Macmeeken during 1935–1937, when practically all the children born in Scotland on February 1–November 1, 1926 (443 boys and 430 girls) were given a Binet test and eight performance tests. Tables are included which will allow other statistical computations to be made by those interested. In form, content and treatment, the volume reflects the high standards that have characterized the earlier council reports.